

# RHETORIC AND ARGUMENTATION THEORY



Universidad  
Católica  
de Valencia  
San Vicente Mártir

## COURSE GUIDE

### Rhetoric and Argumentation Theory

Prof. Ginés Marco PhD

Prof. Luis Miguel Castillo PhD

Philosophy Degree  
3<sup>rd</sup> Year

2020-2021

### Preliminary remarks:

The teaching on this course is online. As specified in the Methodology section of this guide, it is interactive e-learning that is undertaken using audiovisual resources.

## 1.- COURSE DETAILS

Course Name	Rhetoric and Argumentation Theory
ECTS Credits	6
Type of Learning	Compulsory
Calendar	First Semester
Module Name	Logic and Argumentation Theory
Course Requirements	None
Lecturer	Ginés Marco Perles, Ph. D. ( <a href="mailto:gines.marco@ucv.es">gines.marco@ucv.es</a> )  Luis Miguel Castillo Gualda ( <a href="mailto:lucagu@ucv.es">lucagu@ucv.es</a> )

## 2.- BRIEF DESCRIPTION OF COURSE CONTENTS

- The classic Rhetoric: the sophists. Plato and Aristotle. Cicero. Quintilian and the decadence of Rhetoric.
- Rhetoric in the Middle Ages: medieval arts and theory of the three styles. European writers until the eleventh century. St. Agustin and St. Isidoro.
- Sixteenth and seventeenth centuries: the recovery of classical Rhetoric. Baroque and Rhetoric. The generalized Rhetoric and the geometric spirit.
- The Rhetoric from Giambattista Vico to the twentieth century. Vico: Mythology and Rhetoric; Rationalism and anti-rhetoricity: Locke and Kant. The transcendental metaphority: Nietzsche, Freud and Lacan. Rhetoric and Hermeneutics: Gadamer and Ricoeur.
- Perelman and the "New Rhetoric". Argumentation Theory: fundamentals, starting points and argumentative techniques.

- Arguments: structure and types. Fallacies and sophistries. The arguments in trials. The auditorium and dialogical logic.
- Contemporary theories of argumentation. Stephen Toulmin and Van Eemeren.



### 3.- COURSE PROGRAM AND CALENDAR (2018-2019)

<p><b>1 Greek and Latin Rhetoric</b></p> <p>1.1. Greece. The sophists. Plato and Aristotle. 1.2. Rome. Cicero and the “Rhetoric ad Herennium”. The decadence of Rhetoric: Quintilian.</p>	September 2020
<p><b>2 Middle Age</b></p> <p>2.1. European writers until the eleventh century. St. Agustin and St. Isidoro. 2.2. Medieval arts and theory of the three styles</p>	October 2020
<p><b>3 Sixteenth and seventeenth centuries</b></p> <p>3.1. The recovery of classical Rhetoric. Baroque and Rhetoric. Baltasar Gracián or the generalized Rhetoric. The geometric spirit: Descartes.</p>	October 2020
<p><b>4 The Rhetoric from Vico to the twentieth century</b></p> <p>4.1. Vico: Mythology and Rhetoric. 4.2. Rationalism and anti-rhetoricism: Locke and Kant. 4.3. The transcendental metaphoricity: Nietzsche, Freud and Lacan.</p>	November 2020
<p><b>5 Rhetoric, argumentation and interpretation</b></p> <p>5.1. Rhetoric and Hermeneutics: Gadamer and Ricoeur. 5.2. Perelman and the “New Rhetoric”.</p>	November 2020
<p><b>6 Arguments, fallacies and sophistries</b></p> <p>6.1. Arguments: structures and types. 6.2. Fallacies and sophistries. 6.3. The arguments in trials. 6.4. Contemporary theories of argumentation.</p>	December 2020
	January 2021

Assessment test

## 4.- References

### 4.1 Basic Bibliography

<b>Reference b<sub>1</sub></b>	Course textbook of Rhetoric and Argumentation Theory by the professors Ginés Marco and Silvia Montaner.
<b>Reference b<sub>2</sub>:</b>	 <p>Albadalejo, T., <i>Retórica</i>, Madrid, Síntesis, 1989.</p>
<b>Reference b<sub>3</sub>:</b>	

	Aristóteles, <i>Retórica</i> . Madrid, Alianza Editorial – Clásicos de Grecia y Roma, 1998
<b>Reference b4:</b>	 <p data-bbox="424 618 1402 689">Van Eemeren, F. H.: <i>Argumentación. Análisis, evaluación, presentación</i>. Buenos Aires, Biblos, 2006.</p>

#### 4.2 Further reading

<b>Reference c1:</b>	 <p data-bbox="424 1341 1418 1415">Barthes, R., <i>La antigua retórica. Ayudamemoria</i>. Buenos Aires, Tiempo Contemporáneo, 1974.</p>
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<p><b>Reference c2:</b></p>	 <p>Cicerón, M. T. <i>Rhetorica ad Herennium</i>, Barcelona, Bosch, 1991.</p>
<p><b>Reference c3:</b></p>	 <p>Perelman, Ch. &amp; Olbrechts-Tyteca, L: <i>Tratado de la argumentación</i>. Madrid, Gredos, 1994.</p>

## 5. METHODOLOGY

This subject has a credit load of 6 ECTS, which is equivalent to 150 hours of total work for the student. This total of hours is distributed in 60 hours of teaching load (2.4 ECTS) and 90 hours of autonomous work by the student (3.6 ECTS).

The teaching of this subject (2.4 ECTS) is based on the following teaching-learning methodology:

- 1) A dynamic text of the subject, designed by the teacher.

2) Video-conferences, through which theory lessons are taught, and guided activities are carried out (practices, text comments, seminar sessions, etc.) and collective tutorials. Videoconferences are, in all cases, interactive.

3) Attendance to video-seminars organized by the teaching and management team of the Faculty.

4) Video-lessons on the topics considered of most interest.

5) Telematic activities through the UCVnet platform (such as participations in discussion forums, resolutions of practical questionnaires, etc.), with corrective interventions and guidance by the teacher.

The autonomous work of the student (3.6 ECTS) is distributed among various activities:

- Asynchronous re-viewing of the sessions given in video-conference.
- Preparation of theoretical and practical classes.
- Completion of tasks and work throughout the course.
- Study and preparation of the final evaluation test.



## 6.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

(The figures refer to the officially approved (by ANECA) list of competencies of this Online Degree in Philosophy)

### GENERAL COMPETENCIES [GC]

#### INSTRUMENTAL

- 1 Organization and planning
- 2 Basic computer skills
- 3 Problem-solving

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#### 4 Decision-making

##### INTERPERSONAL

- 5 Interpersonal skills
- 6 Intra- and interdisciplinary team work

##### SYSTEMIC

- 10 Ability to apply knowledge to practical situations
- 11 Ability to learn and teach

##### SPECIFIC COMPETENCES [SC]

- 17 To be able to pose philosophical questions
- 18 To be able to relate different philosophical topics
- 20 Ability to use the techniques of formal logic and fallacies in detecting
- 21 To become acquainted with the central paradigms of scientific thinking
- 23 To write philosophical essays and show evidence of analytical and synthetic skills
- 25 To be able to understand and evaluate philosophical arguments
- 26 To be able to construct philosophical arguments
- 33 To be able to arrange and organize a complex set of relevant information from a philosophical point of view
- 37 To use specialized philosophical terminology and recognize categorical errors
- 39 Identify and recognize rhetorical devices, conventional wisdom implicit, tacit assumptions, vagueness and superficiality
- 40 Ability to participate in philosophy conferences, cultural activities, meetings and academic debates
- 41 To recognize and describe the major stages, figures and works of philosophy





## 7.- LEARNING OUTCOMES

**RA<sub>1</sub>**. That students acquire a basic knowledge of Rhetoric and their stories [GC1 and SC20, 37].

**RA<sub>2</sub>**. That students acquire skills in the use of basic logical techniques [GC 2, 3 and SC 20].

**RA<sub>3</sub>**. That students understand the importance of logic in philosophical argumentation [GC 5, 6 and SC18].

**RA<sub>4</sub>**. That students are able to identify sophisms, fallacies and poorly constructed arguments [GC 6 and SC39].

**RA<sub>5</sub>**. That students are able to know and use the different types of arguments [GC11 and SC 25, 26].

## 8.- ASSESSMENT

Students should self-assess following the development of each topic.

There will be an assessment of the content of the theory and practical lectures, following the procedure set out for the Degree and to *guarantee attendance*. 40% of the final grade will be determined by this assessment.

The remaining 60% will be allocated to virtual activities and is broken down as follows: attendance and participation to virtual sessions (10%), deliverable activities (40%) and assessment text (10%).